

English 101: English Composition

Spring 2009

Instructor:

Office:

Office Phone:

Office Hours:

Course Description

The goals of this course are listed below:

1. to aid students in reviewing basic grammar;
2. to enhance students' understanding of how grammar relates to writing and the writing process;
3. to introduce students to academic writing using the classical rhetorical modes;*
4. to help students discover how the writing process works;
5. to emphasize the relationship between reading and the writing process;*
6. to introduce students to the rhetorical situation: audience, purpose, content;*
7. to introduce students to the concepts of research and documented writing;
8. to assist students in using technology in preparation of essays.*

*General Education competencies/Board of Regents Competencies

Student Learner Outcomes

On completion of this course students will be able to do the following:

1. Write 500-750-word essays illustrating mastery of the classical rhetorical modes.
2. Demonstrate understanding of the rhetorical principles of audience, purpose, content;*
3. Demonstrate the ability to revise original essays.
4. Keep a daily journal exploring topics relating to academic writing.
5. Critically read scholarly works.*
6. Demonstrate the ability to read analytically and to connect readings with writing.*
7. Think critically.*
8. Identify and correct individual grammatical and sentence-level errors in writing.*
9. Use LiveText[®] electronic portfolio to submit 3 essays designated by instructor.

*Student Learning Outcomes which reflect General Education competencies/Board of Regents Competencies

Assessments for Student Learner Outcomes

1. Five-seven essays focusing on the theme of American culture and values.
2. Final exam: essay and reflection on rhetorical situation.
3. Matrix folder and final reflective essay.
4. Journals, diagnostic essay, and RLSA.
5. Use of electronic portfolio system.

Texts & Materials¹

McLeod-Porter, Delma and Shonell Bacon, eds. Bridging the Gap: Academic Writing. Sulphur, OK: Fountainhead Press, 2007.

McLeod-Porter, Delma, ed. Write to Excellence Handbook. Sulphur, OK: Fountainhead Press, 2008.

The American Heritage College Dictionary.

Matrix-Folder (may be purchased in the Bookstore.)

Law/Summary Margin notepad

LiveText[®] Membership: participation in this course requires that you possess a membership in LiveText[®]. Memberships may be purchased through the bookstore and activated by going online at www.livetext.com. This

¹ Students should not sell their handbooks back at the end of English 101. This text is also required in English 102.

membership belongs to you and may be used for other courses at McNeese and for your own educational needs. If you already have a LiveText[®] membership, you do not need to purchase another one.
Scantrons and Examination Booklets

Write to Excellence Center (WTEC)

Students are encouraged to visit the **Write to Excellence Center in Drew Hall 234**. The WTEC provides writing support for students enrolled in any course at the University. Students may seek assistance from trained tutors at any point in the writing process. Students are asked to bring two copies of their assignments and two copies of their work in progress. The WTE Center will maintain a writing portfolio for all students who visit the WTE Center. Appointments can be made at <http://www.rich36/mcneese>.

Grading Policies

Students are responsible for identifying grammar errors on papers and advised to see their instructors or tutors in the writing lab for assistance with grammar. Students are expected to learn how to identify and correct grammar errors prior to turning in essays for a grade. Patterns of errors identified on Matrix analysis should be remedied by consulting a handbook or visiting the WTEC in 234 Drew Hall.

University Policies

Policy on Plagiarism Form

All English 090/101/102 students must sign and turn in to their instructor the McNeese State University's *Policy on Plagiarism* at the start of the semester. Your instructor will provide this policy to you; it may also be accessed in extended form within the McNeese State University Academic Integrity Policy statement at: <http://www.mcneese.edu/integrity/>.

Services for Students with Disabilities

Any student with a disability is encouraged to contact the Office of Services for Students with Disabilities in Drew Hall, Room 200, (337) 475-5916 or (337) 475-5722. It is each student's responsibility to register with the Office of Services for Students with Disabilities when requesting any reasonable accommodation. Students should visit the MSU web page at www.mcneese.edu/administration/vpsse/swd/ for information about policies and procedures regarding students with disabilities. A student with a disability is responsible for locating the emergency exits and the areas of refuge in a classroom building. The student is then encouraged to develop an evacuation plan and discuss the plan with the instructor.

Students should visit the MSU web page at <http://www.mcneese.edu/policy/diversity.php> for information about diversity awareness and sexual harassment policies and procedures. Students who feel that they have been subjected to discriminatory or harassing behavior should report incidents immediately to university personnel.

Write to Excellence Center (WTEC)

Students are encouraged to visit the **Write to Excellence Center in Drew Hall 234**. The WTEC provides writing support for students enrolled in any course at the University. Students may seek assistance from trained tutors at any point in the writing process. Students are asked to bring two copies of their assignments and two copies of their work in progress. The WTE Center will maintain a writing portfolio for all students

who visit the WTE Center. Appointments can be made at <http://www.rich36/mcneese>.

Course Requirements

1. Assigned readings must be done regularly as they are made. Be sure to attend class daily in order to keep up with the assigned readings.
2. Five-seven essays, each 500-750 words long, will be assigned. Although your instructor may allow you to pre-write or outline outside of class, your essays must be written in class. **Rough drafts and revisions must be turned in with final copies.** Corrected copies of early drafts must also be submitted. Simply submitting multiple copies of the same draft does not meet this requirement. Drafts are to show substantial revision.
Note: It is departmental policy that essays in English 090, 101, and 102 be written in class. Instructors may permit some work (e.g., outlining and prewriting) to be done outside of class, but major assignments in these courses are to be written in class. Several assignments must also be later typed and submitted via LiveText[®] before the grade will be final.
3. **ALL WORK MUST BE SUBMITTED IN THE REQUIRED MATRIX FOLDER. INSTRUCTORS MAY REFUSE TO ACCEPT ESSAYS NOT SUBMITTED AS REQUIRED.**
4. All essays must be submitted on paper and via LiveText in order to pass this course.
5. On receiving graded essays from instructors, students are to review their essays and complete the Matrix for each essay. Matrix folder review will constitute a portion of the final course grade.
6. A student who consistently receives a "C" or lower on essays should meet with his/her instructor to discuss strategies for improvement and is advised to visit the WTEC for additional strategies and support.
7. Daily journals may be assigned over topics discussed in class. Journals may often serve as prewriting activities, exercises or drafts of other writing assignments. These journals are reading/writing journals, not personal diaries. Please do not turn in very personal journals as you may be asked to read selected entries in class.
Note: Students are advised that accounts of criminal activity must be reported by instructors to either University Counseling Service or University Police.
8. The final essay exam must be written in class during the final exam period. Completed Matrix folder and reflection assigned must be prepared outside of class and submitted prior to the day of the final exam.

Course Policies

Individual instructors may include additional policies regarding tardiness, attendance, and classroom behavior. Failure to comply with individual instructor's policies may result in a lower course grade. Students should read policy statements carefully.

1. **PARTICIPATION.** Reading and discussing readings are an integral part of any writing course. Be prepared to discuss your own writing as well as readings from the text; you will be required to read occasionally from your own papers and journals. Everyone is expected to participate orally in class. A participation grade may be given based on these daily discussions and readings. Your instructor may incorporate peer reviews into your writing process. All students are expected to attend class and participate on peer-review days. Students not attending on days when writing assignments are prepared or peer-reviews held may be penalized as much as 10 points on the assignment. Your instructor may choose to give daily reading quizzes to ensure attendance. These quizzes **may not** be made up.
2. **ATTENDANCE.** Regular attendance is critical to your success. You are expected to attend class. Your instructor will take roll at each meeting. Be sure to document your University-approved absences. If you are ill and cannot attend class, visit the infirmary and ask for a return to class form. Personal physician forms are also acceptable. For other University-excused absences, see your catalogue. **It is important that you notify your instructor should you miss two or more consecutive classes.** Students participating in University-sponsored activities (athletics, drama, debate, etc.) must provide an official excuse for absences in advance of the absence. All University instructors are required to turn in attendance records to the Office of Financial Aid. Not attending class may influence eligibility to receive financial aid. Please see MSU Attendance Policy (<http://www.mcneese.edu/policy/attendance.php>). The Department of English and Foreign Languages enforces the University policy relating to absences. Students who exceed the allowed number of absences may receive a WN, regardless of grades earned on essays.
3. **LATE WORK.** Ample notice is given for assignments. Your assignments must be turned in on time. If you are in class, your work must be turned in. If you are absent and your absence is university-approved, your work is due when you return to class. Occasional extenuating circumstances may prevent your turning assignments in on time; these cases will be evaluated by instructors on an individual basis. A heavy academic load and job responsibilities are not extenuating circumstances. If you have an extended illness (documented), a death in the

family (see catalog), a sick child, or the like, contact your instructor **before** your assignments are due in order to make arrangements for extensions. Homework and other daily work will not be accepted late. There is no way to make up for the important discussions or in-class assignments you may miss during your absences.

Note: Any make-up work must be done during your instructor's regularly scheduled office hours; your instructor should not be expected to come in to suit your schedule.

4. This is a class whose purpose is to help you become a better writer; therefore, all students' texts should be prepared with special attention to details such as paragraphing, correct punctuation, correct spelling, and clear syntax. Should you doubt your ability to do so, make a special point to bring your drafts to your instructor's office hours for conferencing.
5. A NOTE ON CONDUCT IN CLASS: ***This is a college classroom. Discipline should NEVER be an issue.*** You are expected to behave in a manner consistent with that environment. Activities are to be limited to those directly related to the task at hand. Talking, interrupting others or any disruptions that impede your instructor's ability to deliver instruction will not be tolerated. If you cannot abide by these constraints, you should drop this course. Students who disrupt class or who interfere with the instructor's ability to deliver instruction will be referred to the Dean of Students for disciplinary action. Repeated disruption will result in student's being dropped from the course.

Note: Hate speech or offensive remarks absolutely will not be tolerated. Students' whose conduct is inappropriate or objectionable will be asked to leave and their conduct will be reported to the Dean of Students.

Note: Cell phones have become a serious intrusion in the classroom. Students MUST turn off ringer during class. Students whose cell phones ring during class may be asked to leave class. Any student who expects an "emergency" call may secure instructor's permission BEFORE class to leave cell phone turned on.

Note: Students may not play CD players, MP3 players, or other similar devices during class. Students who violate this policy will be referred to the Dean of Students.

6. Scholastic Dishonesty. **Cheating is a very serious offense.** Students turning in work that is not their own will be given a grade of zero for the assignment, with no opportunity for revision. Moreover, a letter of reprimand will be sent to the student's academic advisor and to his/her academic dean.

Note: McNeese State University feels strongly about academic integrity. The policy regarding plagiarism and scholastic dishonesty will be strictly adhered to by faculty members in the Department of English and Foreign Languages.

Determination of Grades	
Participation, Exercises, Journals and Matrix Folder Review	15%
Final Exam	20%
Average of Essays ²	65%

Grade Distribution

90-100 → A ♦ 80-89 → B ♦ 70-79 → C ♦ 60-69 → D ♦ 59 and below → F

Description of Grades³

A	Rich content ♦ Appropriate, thought-provoking ideas presented in an interesting manner ♦ Marked by an absence of mechanical and grammatical errors ♦ Marked by stylistic finesse ♦ Title and opening paragraph engaging ♦ Transitions artful ♦ Conclusion provides a definite
---	---

² Instructors may assign up to ten percent of essay grade to prewriting and drafting activities. Any essays turned in without the required prewriting and drafts should expect to lose a letter grade automatically. Designated LiveText[®] essays will only receive a final grade once they are successfully uploaded to LiveText[®].

³ Description of grades contributed by Dr. Stella Nesanovich

	sense of closure ♦ Phrasing is tight, fresh, and highly specific ♦ Sentence structure varied ♦ Tone enhances purpose of the paper ♦ Leaves the reader feeling bright, thoroughly satisfied, and eager to reread the piece.
B	Solid, substantial content ♦ Relatively free of mechanical errors ♦ Points logically ordered, well-developed, and unified ♦ Clear organizing principle apparent early in the paper ♦ Opening paragraph draws the reader in ♦ Closing paragraph conclusive and thematically-related to the opening ♦ Transitions smooth ♦ Sentence structures varied ♦ Diction precise ♦ Gives reader a pleasurable reading experience with few distractions.
C	♦ Generally competent ♦ Meets the assignment ♦ Few mechanical errors ♦ Reasonably well-organized and developed ♦ Information thin and commonplace ♦ Ideas vague generalities ♦ Opening paragraph unengaging ♦ Conclusion perfunctory ♦ Transitions ineffective ♦ Sentences choppy and predictable ♦ Diction repetitious, redundant, imprecise ♦ Overall essay unimaginative ♦ Does not invite rereading.
D	♦ Development rudimentary ♦ Organization unclear, ineffective ♦ Sentences awkward, ambiguous ♦ Frequent and significant mechanical errors ♦ Proofreading nonexistent ♦ Gives the impression of having been written in haste.
F	<p>♦ Subject superficially addressed ♦ Organization nonexistent ♦ Sentences garbled, unclear ♦ Mechanical errors are frequent ♦ Unacceptable for college writing.</p> <p>The grade of F may also be assigned to papers that are excellent in content, but flawed with too many grammatical/mechanical errors. Likewise, an essay that has few grammatical or mechanical errors, but is poorly organized, poorly developed, or lack unity and coherence will receive a grade of F.</p> <p>Plagiarized papers, whether partially or wholly copied from another writer or printed source, will be given an F.</p>

Course Syllabus

- ➔ Individual instructors may select additional essays for discussion in class and for use as models for writing assignments.
- ➔ Individual instructors will determine the number of journal assignments required each week. All students are expected to keep a READING/WRITING journal to aid in planning essay assignments. Reading/Writing Journals are NOT diaries. Topics should be related to themes from the reading assignments. On the average, students should write in their journals three times a week.
- ➔ All English 101 students will write five to seven essays. **Essays submitted for a grade must be at least 500-words in length. Essays not meeting length requirements will not be accepted.**
- ➔ Individual instructors will determine the number of grammar assignments and quizzes given.

Course Plan ⁴	
Week 1	Diagnostic writing sample in-class. ♦ RLSA test. ♦ Discuss course policies and syllabus. ♦ sign the Policy on Plagiarism. ♦
Week 2	Introduction to the Course and Understanding the Reading-Writing Connection ♦ Orientation to

⁴ Students should be advised that instructors may alter the general plan to accommodate more time for discussion of areas with which students need assistance; however, students are advised that all English 101 courses (a) require that essays be written in class; (b) require that students complete their essays from draft to final revision in one week; (c) require that all essays be turned in on LiveText as well as on paper.

	Course and Text ♦ Journal Keeping as a Reading and Writing Tool ♦ Reading and Class Discussion: Chapter 1: “Reading Critically” and Chapter 2: “Purposes for Writing.” ♦ Work on description, thesis statements and interviewing exercises.
Week 3	FOUNDATIONS FOR WRITING ♦ Reading and Class Discussion: Chapter 3: “Understanding Audience” and Chapter 4: “The Writing Process.” ♦ Review steps in the writing process. ♦ Discuss the rhetorical situation: audience, purpose, content. ♦ Practice invention strategies (brainstorming, mapping, etc.) ♦ Review and discuss concepts of thesis development and well-developed, cohesive paragraphs. ♦ Review principles of outlining. ♦ Students Should pay special attention to these components. They will be critical components in every writing task. ♦ Reading Journal. ♦
Week 4	EXEMPLIFICATION ♦ Discuss and plan Essay #1: Exemplification. ♦ Read selected essays from Chapters 6 and 7 of your text. ♦ Reading journals. ♦ Your instructor will discuss the writing prompts for Essay 1 on pp 128-30. ♦ Your instructor will not accept essays which do not meet the requirements of format, of the writing prompt or which are off-topic. ♦
Week 5	Draft, peer review, and revise Essay #1. ♦ Submit in MATRIX FOLDER. ♦ Work submitted for grading must reflect multiple drafts and attention to revision principles. ♦ Essays submitted without prewriting and first drafts will not be accepted. ♦ Discuss turning in assignments via LiveText.
Week 6	CLASSIFICATION ♦ Reading and Class Discussion: Chapter 11: “Division and Classification” ♦ Discuss principles of and applications for division and classification. ♦ Analyze division and classification strategies used in readings. ♦ Discuss the notion of tone and its relationship to writing effectively. ♦ Review and drill on transition and its function in essays. ♦ Reading Journal. ♦
Week 7	Discuss writing prompts for Essay 2 on pp 277-78. ♦ Draft, peer review, and revise Essay #2. ♦ Remember requirements relating to multiple drafts. ♦ Submit in MATRIX FOLDER. ♦
Week 8	CAUSE/EFFECT ♦ Reading and Class Discussion: Chapter 12: “Cause-Effect.” ♦ Discuss Audience and Purpose and their relationship to cause-effect. ♦ Discuss causal relationships and logical fallacies. ♦ Discuss strategies available for cause-effect. ♦ Look critically at audience, purpose, strategies, and transition devices. ♦ Discuss selected readings. ♦ Reading Journal. ♦
Week 9	Discuss writing prompts for Essay 3 on pp 315-16. ♦ Draft, peer review, and revise Essay #3. ♦ Remember requirements relating to multiple drafts. ♦ Submit in matrix folder. ♦
Week 10	DEFINITION ♦ Reading and Class Discussion: Chapter 10: “Definition.” ♦ Discuss Audience and Purpose and their relationship to definition. ♦ Discuss ways of formulating an effective definition. ♦ In groups, work on defining abstract terms like <i>honesty</i> , <i>loyalty</i> , <i>faith</i> , <i>hate</i> , and the like, using an extended definition. ♦ Read the group definitions aloud. ♦ Discuss selected readings. ♦ Reading Journal. ♦
Week 11	Discuss writing prompts for Essay 4 on pp 244-46. ♦ Draft, peer review, and revise Essay #4. ♦ Submit in matrix folder. ♦
Week 12	REVISION. ♦ Revise one of the previously written essays incorporating a minimum of three sources. Essay choices and criteria will be outlined by your instructor. ♦ Submit essay #5 in matrix folder. ♦
Week 13	Read and Discuss Chapter 13: “Argument.” ♦ Debate exercises.
Week 14	Continue discussion of Chapter 13: “Argument.” ♦ Matrix Review. ♦ Prepare for final exam. ♦
Week 15	Matrix Review. ♦ Prepare for final exam. ♦ RLSA test.
Week 16	Final Exam. ⁵

ENG. 101 ANALYTICAL GRADING RUBRIC Name: Title of Essay:	Comments
---	-----------------

⁵ Students are advised that department policy requires that graded student essays be filed for one semester following the end of the course. Students may request release of files from the Director of Freshman-Sophomore English after this time. Because of this policy, final grades will be assigned only when students have turned in the Matrix Folder with all graded essays, prewriting, drafts, and rubrics to their instructors.

Content	Points Available	Points Earned	
➤ Thesis is clearly stated; paragraphs are supportive of thesis.	15		
➤ Paragraphs are well developed with examples, details, and illustrations.	10		
➤ Introduction is engaging; conclusion provides a sense of closure.	5		
Total:	30 points		
Organization	Points Available	Points Earned	
➤ Paragraphs related directly to thesis.	5		
➤ Paragraphs are internally cohesive.	10		
➤ Transition is logical, aiding in smooth movement from sentence to sentence and paragraph to paragraph.	5		
➤ Introduction and conclusion.	5		
Total:	25 points		
Sentence Structure & Variety	Points Available	Points Earned	
➤ Sentences are well-formed and correct.	5		
➤ Dangling/misplaced modifiers eliminated.			
➤ Run-ons and fragments corrected.	10		
➤ Comma splices corrected.			
➤ Sentences illustrate variety: simple/compound/complex.	5		
Total:	20 points		
Mechanics & Grammar	Points Available	Points Earned	
➤ Spelling	15		
➤ Punctuation			
➤ S/V agreement/N/Pr agreement			
➤ Capitalization			
➤ General surface errors			
Total:	15 points		
Vocabulary	Points Available	Points Earned	
➤ Vocabulary is rich and appropriate to topic, audience, and purpose.	10		
➤ Word forms are correct.			
Total:	10 points		
Essay Grade:			
Total Points:			